CAMBRIDGE
OCR

Specification

Level 3 Certificate in Sustainability

Cambridge OCR Level 3 Certificate in Sustainability | H082
For first teaching in 2025

Version 3.0 | September 2025
ocr.org.uk/sustainability

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support, and resource qualifications now and into the future. We want teachers and students to enjoy and get the best out of our qualifications and resources, but to do that we need honest opinions to tell us whether we're on the right track or not. That's where you come in.

You can email your thoughts to ProductDevelopment@OCR.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

Specification updates

Key changes have been listed below:

Section	Change	Version and date of issue
	Draft specification	Version 1
Section 5	Unit F227 Taught content updated for 1.3.1 and 2.2.2, and Breadth and depth updated for 2.2.2 Unit F228 Assessment criteria P12 and M6 updated, and Assessment guidance P7 and P11 updated	Version 2
Section 8.2	New section added: Collecting evidence of student performance to ensure resilience in the qualifications system	
Section 2	'Why Choose Cambridge OCR' updated text	Version 3 (September 2025)
Section 3	Updated information about: • Registering students and making entries • Exam resits • NEA submission	
Section 7	Enhanced guidance about: • The use of set assignments, including templates provided • Appropriate use of the internet when completing assignments • Assessing student work and providing feedback, including informing students of their marks • Digital submission of work • Submitting outcomes and sample requests to us (including timeframes) • Resubmitting moderated work • The use of URS or recording sheets	
Sections 7 and 8	Updated information to ensure compliance with new JCQ requirements and guidance.	
Section 8	Updated information about: • Registering students • Making unit entries • Making certification claims • Unit and qualification resits	

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1 Qualification at a glance

1.1 Qualification structure

Key to units for this qualification:

EA = External Assessment	We set and mark the exam for this unit.
NEA = Non Examined Assessment	We set the assignment for this unit. You assess the assignment and we moderate the assessment.
M = Mandatory	Students must complete these units.
GLH = Guided Learning Hours	The teacher contact time needed to teach the content, plus the assessment time for the unit.

Cambridge OCR Level 3 Certificate in Sustainability

For this qualification, students must complete two units:

- One mandatory externally assessed unit
- One mandatory NEA unit

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method	Certificate
F227	Fundamentals of sustainability	L/651/4773	75	EA	M
F228	Sustainability in practice	M/651/4774	75	NEA	M

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2 Why choose Cambridge OCR?

Choose Cambridge OCR and you have the reassurance that you are working with one of the UK's leading examination boards.

We work with teachers, employers and universities to create qualifications that support the needs of all students and help prepare them for their future. We offer A Levels, GCSEs, vocational qualifications and other academic options to schools, colleges, workplaces, and other organisations.

We are part of Cambridge University Press & Assessment, Europe's largest assessment agency and a department of the University of Cambridge. We play a leading role in developing and delivering assessments worldwide, operating in over 150 countries. We listen. The decisions we make when we develop our specifications are based on teacher and student feedback. To tell us more about your experiences of teaching Cambridge OCR, join our teacher panel and help shape the future of our qualifications.

2.1 Our specifications

We provide specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. Our specifications are designed to be straightforward to deliver and accessible for students. The design allows you to tailor the delivery of the course to suit your needs.

2.2 Our support

We provide a range of support services to help you at every stage, from preparation to delivery:

- A wide range of high-quality creative resources including resources created by leading organisations in the industry.
- Textbooks and teaching and learning resources from leading publishers. The Cambridge OCR Level 3 Certificate in Sustainability page on our website has more information about all the published support for the qualifications that we have endorsed.
- Professional development for teachers to meet a range of needs. To join our training (either face-to-face or online) or to search for training materials, go to the Professional Development page on our website.
- Active Results which is our free results analysis service. It helps you review the performance of individual students or whole groups.
- ExamBuilder which is our free question-building platform. It helps you to build your own tests using past OCR exam questions.
- Our Subject Support Coordinators, who give information and support to centres. They can help with specification and non examined assessment (NEA) advice, updates on resources developments and a range of training opportunities. They use networks to work with subject communities and share ideas and expertise to support teachers.

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2.2.1 More help and support

Whether you are new to us or already teaching with us, you can find useful information, help and support on our website. Or get in touch:

support@ocr.org.uk

@ocrexams

01223 553998

2.3 People and Planet

We are part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our People and Planet page.

2.4 Aims and learning outcomes

Our Level 3 Certificate in Sustainability will encourage students to:

- develop key knowledge, understanding and skills, relevant to the subject
- think creatively, innovatively, analytically, logically and critically
- develop valuable communication skills that are important in all aspects of work, further study and life
- develop transferable learning and skills, such as critical thinking, independent learning, presentation, problem solving, research skills, self-directed study and time management-which can be applied to work situations and are important for progression to HE where sustainability features in the core learning of a degree programme
- develop independence and confidence in applying the knowledge and skills that are relevant to the environmental conservation sector and support progression to HE.

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2.5 What are the key features of this specification?

The key features of our Level 3 Certificate in Sustainability for you and your students are:

- a simple and intuitive assessment model, that has:
    - an externally assessed unit, which focus on subject knowledge and understanding
    - an applied and practical non examined assessment unit (NEA)
- a specification developed with teachers specifically for teachers. The specification lays out the subject content, assessment criteria, teacher guidance and delivery requirements clearly
- a flexible support package made based on teachers' needs. The support package will help teachers to easily understand the qualification and how it is assessed
- our Subject Support Coordinator who directly supports teachers
- a specification designed to:
    - complement A Levels and/or other Level 3 qualifications in a Post-16 study programme
    - develop wider transferable skills, knowledge and understanding desired by HEIs. More detail about the transferable skills this qualification may develop is in Section 6.3.

The Cambridge OCR Level 3 Certificate in Sustainability is regulated by Ofqual, the Regulator for qualifications offered in England.

The qualification number for our Level 3 Certificate in Sustainability is:

- Certificate: 610/5293/0

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2.6 Acknowledgements

We would like to acknowledge the following organisations for their input and support in the development of this qualification:
Anglia Ruskin University
Bournemouth University
Cardiff University
Edge Hill University
Ellen MacArthur Foundation
Falmouth University
Hills Road Sixth Form College
JLR
Leeds Trinity University
Liverpool City Region Combined Authority
Middlesex University
Siemens
University of Reading
University of Surrey
University of Worcester
University of York
World Wide Fund for Nature (WWF)

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3 Qualification overview

3.1 Cambridge OCR Level 3 Certificate in Sustainability overview

Qualification number	610/5293/0
First entry date	01 September 2025
Guided learning hours (GLH)	150
Total qualification time (TQT)	215
Entry code	H082
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This is a Level 3 regulated non-performance table qualification.
Eligibility for funding	This qualification meets funding approval criteria. Funding approval TBC.
UCAS points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website.
This qualification is suitable for students who:	• are aged 16 and over in full and part time education • want to develop applied knowledge and skills in sustainability • are studying to prepare for employment in the environmental conservation sector • who want to progress into environmental conservation related apprenticeships • want to progress onto other related study, such as higher education courses in Business and Sustainability, Business Management and Sustainability, Environment and Sustainability, Global Sustainability and Sustainable Development • are already in employment and want to develop applied knowledge and skills in sustainability for career development.
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification.
Qualification requirements	Students must complete both units: • one externally assessed unit • one NEA unit.

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Registering students and making entries	You must: • register each student for the subject at the start of the course. You will need to do this before you can make unit entries. The registration code is A007. • make exam and NEA unit entries for the relevant assessment series. • make qualification certification entries in the final series at the end of the course.
Assessment method/model	Unit F227 is assessed by an exam and marked by us. You will assess the NEA unit and we will moderate it. • NEA assignments are live for two years. The front cover of each assignment shows the intended student cohort. • You must use and submit work for the live assignment during the period when that assignment is live. We strongly recommend you use the set assignment that is released in the same calendar year as the new cohort starts. This ensures that students have two years to use the assignment. It gives them access to a resubmission opportunity if needed during their study of the qualification. For example, a cohort starting a two-year course in September 2026 should use the assignment labelled as being for 2026-2028. You should avoid allowing new cohorts to use an assignment which has already been live for a year. For Example, avoid students starting in September 2027 using an assignment for the 2026-2028 cohorts. You must have suitable controls in place to ensure that NEA assignment work is completed by each student independently. You must not allow previously completed work for assignments which are still live to be shared as examples with other students.
Exam series each year	• January • June
Exam resits	Students can resit the examined unit (F227) twice. This means they can have three attempts **in total** at exams for unit F227.
NEA submission	There are two windows each year to submit NEA outcomes and request a moderation visit for this subject. You must register students for the subject and make unit entries before you can submit outcomes for a visit. All dates are on our Administration pages.
Resubmission of students' NEA work	If students have not performed at their best in the NEA assignment, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests. We use the term 'resubmission' when referring to student work that has previously been submitted for moderation. Following moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment.

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	All work submitted (or resubmitted) must be based on the assignment that is live for assessment. For information about feedback see Section 7.3. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.
Grading	Information about unit and qualification grading is in Section 6.

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3.2 Purpose statement

Cambridge OCR Level 3 Certificate in Sustainability

Qualification number: 610/5293/0

Overview

Who this qualification is for

The Cambridge OCR Level 3 Certificate in Sustainability is for students aged 16 or above who want to develop skills in preparation for employment in the environmental conservation sector. This qualification will provide students with the skills, knowledge and understanding to progress into employment in the environmental conservation sector or into higher education.

When studied alongside other Level 3 qualifications, this qualification can lead to an Environmental Practitioner apprenticeship or a job role in the environmental conservation sector. It could also provide a route into higher education on an environmental conservation programme.

You might be interested in this qualification if you want a small qualification that builds applied or practical skills, to take alongside and enhance your A Levels or other Level 3 qualifications. You will have the opportunity to apply what you learn to real-life contexts, such as:

- Using primary research to investigate the practices used by an organisation.
- Analysing collected data to draw conclusions about how sustainable the practices used by an organisation are.
- Creating a showcase that presents the conclusions of your investigation into sustainable practices and recommends how the organisation's practices can become more sustainable.

This qualification will help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for work or further study. You will develop the following transferable skills that can be used in both work situations and higher education:

- Communicating effectively with individuals and groups. You will learn to communicate your findings and recommendations on sustainable practices to stakeholders clearly and effectively.
- Independent learning, research skills and self-directed study. You will spend time independently researching sustainability practices in a chosen industry, using this research to interpret findings, draw conclusions and make recommendations.
- Critical thinking and problem solving. You will explore best practices in sustainability and use critical thinking to recommend those that will result in the best outcomes for an organisation.
- Time management. You will learn techniques to complete research projects on time. This is an essential skill in the environmental conservation sector.

This qualification will complement other learning that you're completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with A Levels and/or other Level 3 qualifications.

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What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the necessary knowledge and skills that can support progression to higher education study in areas that have a relationship with sustainability and environmental conservation.

In the examined unit, you will study key knowledge and understanding relevant to sustainability. In the non examined assessment (NEA) unit, you will demonstrate knowledge and skills you learn by completing an applied practical assignment. More information about the knowledge and skills you will develop is below.

All units in the qualification are mandatory. You must take **both** of these units:

- F227: Fundamentals of sustainability

  This unit is assessed by an exam.

  In this unit you will learn about the key topics relevant to sustainability including the inter-relationships of the three pillars of sustainability (i.e. environmental sustainability, economic sustainability, and social sustainability). Topics include:

  - Topic Area 1 Understanding sustainability
  - Topic Area 2 Environmental sustainability
  - Topic Area 3 Economic sustainability
  - Topic Area 4 Social sustainability
  - Topic Area 5 Communicating and reporting sustainable practices

- F228: Sustainability in practice

  This unit is assessed by an assignment.

  In this unit you will learn about the practices organisations are adopting to become more sustainable, and the technologies that are being used. You will also learn research methodologies and how to analyse data and draw conclusions. You will use this knowledge and understanding to investigate a real organisation’s practices and recommended how they can become more sustainable.

  Topics include:

  - Topic Area 1 Sustainable practices in industry
  - Topic Area 2 Plan research
  - Topic Area 3 Conduct data collection
  - Topic Area 4 Analyse data and draw conclusions
  - Topic Area 5 Communicate research conclusions

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The subjects that complement this qualification

These subject areas might complement this qualification:

- Business Studies
- Design Technology
- Economics
- Geography
- Psychology
- Sociology

The types of job roles you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed in this qualification will help you progress into a job role, such as:

- Carbon accountant
- Environment and sustainability lead
- Environmental assistant
- Environmental auditor
- Environmental coordinator
- Sustainability advisor
- Sustainability assistant
- Sustainability coordinator
- Recycling officer
- Waste management officer.

The types of courses you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed in this qualification will help you progress to further study in related areas such as:

- BA (hons) Business and Sustainability
- BA (hons) Business Management and Sustainability
- BSc (hons) Climate, Sustainability and Environmental Management
- BSc (hons) Environmental Management and Sustainability
- BSc (hons) Environment and Sustainability
- BSc (hons) Geography, Sustainable Development and Climate Change
- BA (hons) Global Sustainability
- BSc (hons) Sustainable Development
- BA (hons) Sustainable Fashion.

Why you should take the Cambridge OCR Level 3 Certificate in Sustainability

There is one qualification available in Sustainability. This is:

Cambridge OCR Level 3 Certificate in Sustainability – this is 150 GLH in size

You should take this Certificate qualification if you want a small Level 3 qualification that builds applied knowledge and skills in sustainability. This qualification is the same size as an AS Level qualification. It is half the size of an A Level. It could be taken alongside A Levels and/or other Level 3 qualifications to enhance your learning, helping you to build broader knowledge and skills that are valued for employment and undergraduate study. It can also be taken as part of an organisation's professional development programme supporting the upskilling of knowledge and understanding of sustainability.

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More information

More information about this qualification is in these documents:

- Sample Assessment Material (SAM) Question Paper:
  - F227: Fundamentals of sustainability
- Guide to our SAM Question Paper:
  - F227: Fundamentals of sustainability
- SAM Set Assignment:
  - F228: Sustainability in practice
- Student Guide to NEA Assignments: Sustainability

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4 About this qualification

4.1 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) you will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully complete their qualification.

The Cambridge OCR Level 3 Certificate in Sustainability is 150 GLH and 215 TQT.

4.2 Availability and language

Our Level 3 Certificate in Sustainability is available in England only. It is **not** available in Wales or Northern Ireland.

The qualifications and their assessment materials are available in English only. We will only assess answers written in English.

4.3 Prior knowledge and experience

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. It includes knowledge and skills gained in school, college or outside of formal learning situations. These may include:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

In most cases RPL will not be appropriate for directly evidencing the requirements of the NEA assignments for the Cambridge OCR Level 3 Certificate in Sustainability qualification. However, if you feel that your student could use RPL to support their evidence, you must follow the guidance provided in our RPL Policy.

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5 Units

5.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks and meet assessment criteria.

5.1.1 Externally assessed unit (F227)

The externally assessed unit contains a number of topic areas.

For each topic area, we list the **teaching content** that must be taught and give information on the **breadth and depth** of teaching needed.

Teaching content

Questions can be asked about anything in the teaching content or breadth and depth columns.

Breadth and depth

The breadth and depth column:

- clarifies the breadth and depth of teaching needed
- indicates the range of knowledge and understanding that can be assessed in the exam
- confirms any aspects that you do not need to teach as 'does not include' statements.

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	• Be able to identify or recognise an item, for example on a diagram. • Use direct recall to answer a question, for example the definition of a term.
Understanding	• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.

Students will need to **understand** the content, unless the breadth and depth column identifies it as knowledge only.

Any item(s) that should be taught as **knowledge** only will start with the word 'know' in the breadth and depth column.

All other content must be taught as understanding.

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5.1.2 NEA unit (F228)

The NEA unit contains a number of topic areas.

For each topic area, we list **teaching content** that must be taught and give **exemplification**. The exemplification shows the teaching expected to equip students to successfully complete their assignments.

5.1.3 Command words

Appendix A gives information about the command words that will be used in the external assessments and the NEA assessment criteria.

5.1.4 Performance objectives (POs):

The Level 3 Certificate in Sustainability has four Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject

PO1 is assessed in the externally assessed unit only.

PO4 is assessed in the NEA unit only.

The weightings of the Performance Objectives across the units in this **Certificate** qualification are:

Performance Objective	**Externally Assessed unit (range)**	**NEA unit**	**Overall weighting**
PO1	12.5-20.8%	n/a	12.5-20.8%
PO2	16.7-25.0%	16.7%	33.4-41.7%
PO3	12.5%	16.7%	29.2%
PO4	n/a	16.7%	16.7%
Overall weighting of assessments	**50%**	**50%**	**100%**

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5.2 Externally assessed unit

5.2.1 Unit F227: Fundamentals of sustainability

Unit aim

Sustainability is complex, in 1987 the United Nations Brundtland Commission defined sustainability as 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'. Many governments and organisations have committed to sustainable goals, including reducing their environmental footprints and conserving resources. To be sustainable, organisations need to make decisions that ensure they're financially sustainable and help people to make sustainable choices that limit environmental impact.

In this unit you will learn about the three pillars of sustainability: environmental sustainability, economic sustainability, and social sustainability, and the compromises that need to be made to be sustainable. You will explore the impact organisations and individuals have on climate change and approaches that can be used to manage environmental impact. You will learn about the sustainability of different economic models and the economic sustainability dilemma. You will also learn about key principles of social sustainability and how sustainable behaviours can be encouraged. Finally, you will learn how organisations can communicate their sustainable practices and how green credentials can be exaggerated through the practices of 'greenwashing'.

Unit F227: Fundamentals of sustainability	
Topic Area 1: Understanding sustainability	
Teaching content	**Breadth and depth**
1.1 Definition of sustainability	
□ The principles and concepts of sustainability □ The three pillars of sustainability • Social sustainability (people) • Environmental sustainability (planet) • Economic sustainability (profit)	To include: □ Know the definition of sustainability as defined by the Brundtland report □ The components of the three pillars of sustainability □ The inter-relationships between the three pillars of sustainability • Socio-environmental • Socio-economic • Environmental-economic □ How green growth vs degrowth affects different perspectives of the inter-relationships between the three pillars of sustainability □ The importance of balancing economic growth with impacts on people and the environment □ How to interpret trends and patterns from charts, graphs, and tables in sustainability contexts Examples of **sustainability contexts** may include: □ Exploring sustainability in different sectors □ Impacts on different stakeholders □ United Nations Sustainable Development Goals (UN SDGs) □ Environmental sustainability

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1.2 Global sustainability goals	
□ Brundtland report □ Millennium Development Goals (MDGs) □ United Nations Sustainable Development Goals (UN SDGs) □ Conference of the Parties (COP)	To include: □ Know the order in which key global sustainability reports and goals were introduced □ That the Brundtland report introduced the concept of sustainable development • Concern about the uneven distribution of overconsumption of natural resources • The uneven distribution of wealth • Conserving use of natural resources now and in the future □ The headline purposes of MDGs □ Know the titles of the 17 UN SDGs □ How the 17 UN SDGs are linked to the three pillars of sustainability □ How governments monitor and review the progress in meeting SDGs □ The headline purpose of COP and how it links to SDGs □ How sustainability is a global issue: countries need to work collectively towards specific targets Does not include: □ Detailed knowledge of the Brundtland report over and above the areas outlined above □ The targets of each UN SDG
1.3 Key stakeholders for sustainability	
1.3.1 Key stakeholders □ Governments • Intergovernmental Organisations (IGOs) ○ United Nations (UN) ▪ Intergovernmental Panel on Climate Change (IPCC) ○ European Union (EU) • National • Local □ Customers □ Employees □ Shareholders/owners □ Suppliers □ Local communities □ Individuals	To include: □ What sustainability means to different stakeholders □ The sustainability aims of different stakeholders □ Why sustainability aims can be compromised and trade-offs □ How the sustainability aims of different stakeholders can conflict Does not include: □ The position of political parties on sustainability
1.3.2 UK government interventions to encourage sustainable decisions □ Strategies • Net zero strategy □ Policies □ Laws/regulations • Climate Change Act □ Subsidies, grants, loans, and incentives □ Taxation	To include: □ Know the difference between strategies, policies and laws/regulations □ How each type of government intervention can be used to encourage sustainable decisions for organisations and individuals □ The advantages and disadvantages of each government intervention type, related to encouraging sustainable decisions

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	□ The effectiveness of each government intervention type, related to encouraging sustainable behaviours and/or decisions □ Know the main purpose of the Climate Change Act □ The actions that must be taken to comply with the Climate Change Act Does not include: □ Knowing the detailed content of the Climate Change Act □ The position of political parties

Topic Area 2: Environmental sustainability	
Teaching content	**Breadth and depth**
2.1 The impact organisations and individuals have on climate change and the environment	
2.1.1 Climate change □ Climate change trends and projection scenarios □ Effects of climate change • Changes in temperature • Climate refugees • Economic and political instability • Increased frequency of severe weather events • Poverty and displacement • Reduced biodiversity • Reduced food and water security • Rising sea levels □ Key activities which contribute to climate change • Agriculture/growing foods o Cattle and other livestock farming o Deforestation • Buildings and materials o Carbon emissions o Cement • Energy production from fossil fuels o Coal o Gas o Oil • Transport o Air o Road o Sea	To include: □ Know the climate change trends from 1950 to present day □ The headline outcomes of the key scenarios for climate change produced by Intergovernmental Panel on Climate Change (IPCC) for 2050 □ How the effects of climate change impact the three pillars of sustainability □ How each key activity contributes towards climate change Does not include: □ Knowledge of the Dasgupta review □ Details of individual IPCC reports
2.1.2 Measuring and monitoring environmental impacts □ Environmental impact calculators • Carbon footprint • Ecological footprint • Plastic footprint • Water footprint	To include: □ How environmental impact calculators can be used to measure environment impact □ How environmental impact calculators are used to identify where environmental improvements can be made □ The information requirements of each environmental impact calculator

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	□ The advantages and disadvantages of using environmental impact calculators □ How to calculate carbon footprints for given data/statistics using the formula: Carbon Footprint = ∑ (Consumption of energy type) x (Emission Factor) Does not include: □ How to calculate • Ecological footprint • Plastic footprint • Water footprint
2.2 Approaches to manage environmental impact	
2.2.1 Strategies for managing global and national environmental impacts of climate change □ Climate change adaptation strategies • Climate change education • Flood protection/defences • Housing and landscape design • Land use change • Planting new varieties of crops □ Climate change mitigation strategies • Decarbonise heating and transport • Dietary shift • Increase energy efficiency • Increase use of renewable energy • Low carbon farming • Reduce greenhouse gas emissions • Reforestation • Shift to zero carbon energy	To include: □ The purpose of each climate change adaptation strategy □ How climate change adaptation strategies are used by countries, organisations, and individuals □ The challenges of implementing climate change adaptation strategies □ The purpose of each climate change mitigation strategy □ How climate change mitigation strategies are used by countries, organisations, and individuals □ The challenges of implementing climate change mitigation strategies
2.2.2 Approaches for managing environmental impacts for organisations and individuals □ Life cycle assessment/analysis (LCA) stages • Raw materials/resources • Manufacturing/packaging/processing • Distribution • Use/re-use/maintenance • Recycling/waste management □ The Three Rs (3Rs) • Reduce ○ Energy use ○ Water use ○ Packaging ○ Transportation ○ Emissions • Reuse ○ Materials ○ Energy ○ Repair/replace parts ○ Upcycle	To include: □ Know the stages of LCA □ The advantages and disadvantages of LCA □ Why an organisation might use LCA □ How LCA can be used to quantify impacts □ How the results of LCA can affect an organisation's operations and the supply chain, including the sourcing of resources from certificated sustainable suppliers □ The importance for organisations and individuals to manage resources and reduce waste □ Motivations for organisations and individuals to manage resources and reduce waste □ The purpose of each stage in the 3Rs □ The effectiveness of each stage in the 3Rs to minimise resource waste □ How the approaches in each stage of the 3Rs can reduce the environmental impacts of climate change □ The impact of switching to renewable energy sources

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• Recycle
  ○ Collect waste material
  ○ Sort waste material
  ○ Process waste material
	□ The challenges faced in recycling different types of waste material
	
	Does **not** include:
	□ Detailed knowledge of the technical processes involved in recycling specific types of waste material
	
	Examples of **waste material** may include:
	□ Glass
	□ Metal
	□ Paper/cardboard
	□ Plastic
	□ E-waste

Topic Area 3: Economic sustainability	
Teaching content	**Breadth and depth**
3.1 The role of economics	
3.1.1 The economic problem □ Scarcity □ Economic goods □ Free goods □ Choice □ Opportunity cost	To include: □ Know the difference between needs and wants □ Know that wants are unlimited so choices must be made to prioritise needs to be sustainable □ How unlimited wants contribute towards the scarcity of resources □ The problem of scarcity of resources and the requirement to make sustainable choices, including the questions of: • How resources should be allocated • What resources • For whom • How goods and services should be produced □ How choices made can incur opportunity costs
3.1.2 The determinants of the price □ Supply • Competition • Costs ○ Labour ○ Materials □ Demand • Consumer perceptions • Income	To include: □ Know that price is determined by supply and demand □ The effect each determinant can have on price □ How price affects profit □ How price affects decisions for organisations to use sustainable suppliers □ How price affects buyer decisions to purchase from sustainable suppliers Does not include: □ Drawing supply and demand diagrams
3.2 Sustainability and economic models	
3.2.1 The linear economy □ Take □ Make □ Distribute □ Use	To include: □ Know the characteristics of the stages of linear economies □ Diagrammatic representation of linear economies

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□ Waste	□ The lifecycle of products and services in linear economies □ The advantages and disadvantages of linear economies for sustainability
3.2.2 The recycling economy □ Take □ Make □ Distribute □ Use □ Recycle □ Waste	To include: □ Know the characteristics of the stages of recycling economies □ Diagrammatic representation of recycling economies □ The lifecycle of products and services in recycling economies □ The advantages and disadvantages of recycling economies for sustainability
3.2.3 The circular economy □ Take □ Make/Re-make □ Distribute □ Use/Re-use/Repair □ Recycle □ Residual waste	To include: □ Know characteristics of the stages of circular economies □ Diagrammatic representation of circular economies, showing the continuous flow of materials □ The lifecycle of products and services in circular economies □ The advantages and disadvantages of circular economies for sustainability □ The opportunities and challenges of circular economies for organisations
3.3 The economic sustainability dilemma	
□ Balancing the three pillars of sustainability for organisations and individuals • Economic vs environmental • Economic vs social • Environmental vs social □ Short-term costs versus long-term sustainability benefits □ The need for financial viability □ Use of doughnut economics	To include: □ The concept of trade-offs when making decisions about values, costs, and environment (including sustainability as a whole) □ The link between an organisation's aims and trade-offs □ The aim of doughnut economics and how they increase sustainability

Topic Area 4: Social sustainability	
Teaching content	**Breadth and depth**
4.1 Key principles of social sustainability	
□ Key principles of social sustainability • Equal opportunities • Quality of life o Education o Health • Social inclusion □ Methods of improving social sustainability • Employment opportunities • Ethical and responsible use of data and technology to protect the privacy • Partnering with other organisations to pool strengths and make a greater positive impact • Promoting government policies that support social sustainability	To include: □ The aims of social sustainability □ The impact of the key principles of social sustainability on organisations and individuals □ The positive and negative impacts of social sustainability on organisations and individuals □ How organisations can improve the lives of the individuals they affect

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• Providing goods and services that help meet basic needs • Social investment	
4.2 Encouraging sustainable behaviours	
□ Drivers for behaviour change • Changes in the law • Competitive advantage • Education • Financial incentives • Government policies • Media coverage/social media influence • Peer pressure • Promotion and use of 'green' brand values • Values related towards sustainability □ Barriers that prevent sustainable behaviours • Clarity of messaging • Convenience • Education/awareness • Inertia • Price, quality, performance, and availability of goods/services • Trust □ Strategies to reduce the barriers that prevent sustainable behaviours • Affordability • Clear messaging/marketing • Education • Incentives	To include: □ How organisations and individuals are encouraged to adopt sustainable behaviours □ Why organisations and individuals adopt more sustainable behaviours □ The advantages and disadvantages of each driver of behaviour change □ How each barrier prevents sustainable behaviours by organisations and individuals □ Purpose and effectiveness of strategies to reduce the barriers that prevent sustainable behaviours □ The advantages and disadvantages of each strategy to reduce the barriers that prevent sustainable behaviours □ The advantages to an organisation of using multiple strategies to reduce the barriers that prevent sustainable behaviours

Topic Area 5: Communicating and reporting sustainable practices	
Teaching content	**Breadth and depth**
5.1 Strategies organisations use to demonstrate sustainable practices	
□ Accreditation of sustainable practices □ Advertising • Digital channels • Non-digital channels □ Corporate messaging • Achievements and intentions • Promoting 'green' brand values □ Statements of intent and policies • Carbon management strategy • Sustainability action plan • Sustainability policy □ Corporate reporting • Environmental, Social and Governance (ESG) reports • Progress towards sustainability aims and objectives	To include: □ The reasons for demonstrating sustainable practices □ The suitability of each strategy for different stakeholder groups □ The effectiveness of each strategy to demonstrate sustainable practices □ The benefits and limitations of each strategy □ The importance of the use of data and facts in demonstrating sustainability □ Know the purpose and use of statements of intent and policies □ Know the purpose, use and requirements of ESG reporting practices Does not include: □ Creating documentation used to record sustainable outcomes

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5.2 Greenwashing practices	
5.2.1 Greenwashing □ Purpose □ Tactics used to greenwash • Carbon offset • Exaggeration • False or unsubstantiated claims • Misleading terminology, colour, and images • Statistical bias □ Effects on individuals • Cognitive bias • Decision-making • Social influences • Trigger emotions □ Impacts on organisations □ Techniques used to avoid greenwashing practices • Ensure all data is up to date • Keep to facts • Transparency • Use data from independent third-party sources • Verify all data before publishing	To include: □ Know the definition of greenwashing □ The reasons why organisations practice greenwashing and the perceived advantages □ Greenwashing may be intentional or unintentional □ The effectiveness of different greenwashing tactics □ How to recognise greenwashing □ How greenwashing can affect individuals and influence choices □ How greenwashing can impact organisations and their employees □ How each technique can be used by an organisation to avoid greenwashing practices □ The effectiveness of each technique to avoid greenwashing practices □ How an organisation's competitive position is impacted if greenwashing practices are avoided □ The challenges faced by organisations when using techniques to avoid greenwashing □ The challenges with ensuring accuracy of data/information
5.2.2 Challenging the practices of greenwashing □ External influences • Advertising Standards Authority (ASA) • Media • Pressure groups □ Negative customer reactions □ Public awareness □ Stakeholder actions • Boycott • Contact regulators/ASA/media • Petitions • Protests • Reviews	To include: □ Why challenging greenwashing practices is everyone's responsibility □ The roles and effectiveness of external influences in reducing greenwashing practices □ The impact negative customer reactions can have on reducing greenwashing practices □ The impact an increased public awareness can have on reducing greenwashing practices □ The role and effectiveness of stakeholder actions in reducing greenwashing practices □ The potential consequences for organisations who persistently greenwash Does not include: □ Details of how the ASA regulates
5.2.3 Greenhushing □ Purpose □ Impacts	To include: □ Know what the practice of greenhushing is □ The relationship between greenhushing and greenwashing □ The reasons why organisations practice greenhushing and the perceived advantages □ The potential impacts of greenhushing on organisations and individuals

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Assessment guidance

This unit is assessed by an exam. The exam is 1 hour and 15 minutes and has **60** marks in total. All questions in the exam are compulsory.

The exam will **always** have:

A short scenario	• This will develop through the paper
Questions to assess Performance Objectives 1, 2, and 3	• PO1: these questions will require students to recall generic knowledge and understanding • PO2: these questions will require students to apply knowledge and understanding • PO3: these questions will require students to analyse and evaluate knowledge, understanding and performance in relation to the scenario
A range of question types	• Forced choice/controlled response questions • Short answer, closed response questions • Short answer questions with calculation/working • Extended constructed response questions with points-based marks schemes • One six mark and one nine mark extended constructed response question with a levels of response marks scheme
Questions relating to each Topic Area	• Content will be sampled from all topic areas, with at least one question or part question relating to each topic area

This will be conducted under examination conditions. For more details refer to the Administration area.

The guide to our Sample Assessment Material for this unit gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA unit draws on and strengthen this learning with students applying their learning in an applied practical way.

The NEA unit has synoptic links with this unit. The synoptic grids at the end of the NEA unit show this synoptic link.

- F228: Sustainability in practice

More information about synoptic assessment in this qualification can be found in Section 6.2 Synoptic Assessment.

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5.3 NEA Unit

5.3.1 Unit F228: Sustainability in practice

Unit Aim

The growing awareness of sustainability has resulted in organisations looking for new, more sustainable ways of operating and working. Organisations who adopt sustainable working practices and clearly communicate their sustainability credentials are more likely to benefit from increased stakeholder and consumer support.

In this unit you will learn about the practices and technologies organisations are using to become more sustainable. You will develop research skills to discover if the practices of a real organisation are sustainable and learn how to make evidence-based recommendations to improve practices. You will learn how to present and showcase research to defend conclusions and recommendations, and how to evaluate research projects.

Unit F228: Sustainability in practice	
Topic Area 1: Sustainable practices in industry	
Teaching content	**Exemplification**
1.1 Sectors of the economy and industries	
□ Sectors of the economy • Primary sector (raw materials) • Secondary sector (manufacturing) • Tertiary sector (services) • Quaternary sector (knowledge) □ Common industries	To include: □ The definition of each sector of the economy □ The key processes completed by each sector of the economy □ The characteristics and common sustainability issues of each economic sector □ The characteristics of common industries Examples of **common industries** may include: □ Agriculture □ Construction □ Engineering □ Finance □ Hospitality, tourism, retail, and leisure □ Manufacture □ Public services □ Utilities (electricity gas, water)
1.2 Sustainable practices adopted by industries	
□ Assessment of supply chains □ Building design □ Digital sustainability initiatives □ Educating stakeholders □ Energy conservation □ Flexible working □ Improving energy efficiency □ Investment in sustainable projects □ Procurement □ Transportation and commuter schemes □ Water conservation	To include: □ The potential impact each sustainable practice could have on social, economic and environmental sustainability □ The advantages and disadvantages of implementing each sustainable working practice □ How to assess the current use of sustainable practices in an organisation □ How to assess which sustainable practices an organisation should use
1.3 Sustainable technologies	
□ Batteries □ Construction □ Energy efficient/saving products	To include: □ The features and use of each sustainable technology

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□ Materials □ Recycling □ Renewable energy □ Vehicles □ Vertical farming □ Water conservation	□ The advantages and disadvantages of sustainable technologies □ How each sustainable technology can be used by organisations to improve their sustainable working practices □ The costs to organisations of using sustainable technologies

Topic Area 2: Plan research	
Teaching content	**Exemplification**
2.1 Research planning	
□ Aims and objectives of research □ Scale, manageability and practicality of research □ Research methodologies/strategies □ Ethical considerations when collecting data □ Sources of error □ Bias □ Factors to consider when collecting data in the local community □ Literature review	To include: □ The content and conventions of research plans □ The considerations of scale, manageability and practicality when planning research □ How to plan research ethically □ How to plan research that collects appropriate data □ How to plan research that minimises data collection errors □ How to plan research that minimises biased data collection □ Why there are limits to the amount and type of research that are achievable □ The purpose of conducting a literature review □ How a literature review can be used to inform research aims and objectives Examples of **factors to consider** may include: □ Access to primary and secondary data □ Cost □ Location □ Time
2.2 Research methodologies	
2.2.1 Primary research □ Primary research methods □ Types of data • Qualitative • Quantitative • Continuous □ Sampling methods • Cluster • Convenience • Random • Stratified/quota □ Quality of primary research • Reliability • Validity • Researcher bias	To include: □ How primary research methods can be used to collect data □ The advantages and disadvantages of different primary research methods □ How to design effective questions for use in primary research □ How sampling methods are used to collect data Examples of **primary research methods** may include: □ Observation □ Questionnaires □ Focus groups □ Interviews

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2.2.2 Secondary research □ Sources of secondary data □ Quality of secondary information sources • Reliability • Validity ○ Currency ○ Researcher bias	To include: □ How secondary research sources can be used to collect data □ The advantages and disadvantages of different secondary research sources □ How to identify relevant secondary information sources □ How to evaluate the reliability and validity of secondary sources using the Currency, Relevance, Authority, Accuracy and Purpose (CRAAP) test □ The importance of exploring multiple secondary sources to ensure the quality of the data collected Examples of **secondary research sources** may include: □ Books □ Government report and statistics □ Market research reports □ Newspapers □ Podcasts □ Social media □ Trade magazines/journals □ Websites

Topic Area 3: Conduct data collection	
Teaching content	**Exemplification**
3.1 Collect and record primary data	
□ Methods of recording primary data • Audio • Diagrams • Images • Results tables • Research diary • Tally charts • Spreadsheets • Video	To include: □ The importance of recording primary data systematically □ The advantages and disadvantages of different methods used to record primary data □ How to select a suitable method to record primary data □ How to record primary data
3.2 Locate and extract secondary data	
□ Steps to locate and extract secondary data • Identify sources • Collect existing data • Summarise findings □ Techniques to locate secondary data • Keyword searches • Exact phrase searches • Proximity, truncation, and wildcard searches □ Copyright rules and requirements □ Referencing using standard methods • In-text citation • End-text citation • Bibliography	To include: □ How to locate and extract secondary data □ How to use notetaking methods to summarise secondary data □ How to select and use techniques to locate secondary data □ The use of techniques to broaden and narrow searches □ How to comply with copyright rules and requirements □ How to reference secondary data

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Topic Area 4: Analyse data and draw conclusions	
Teaching content	**Exemplification**
4.1 Processing data	
□ Quantitative data • Descriptive statistics ○ Measures of central tendency ▪ Mean ▪ Median ▪ Mode ○ Measures of dispersion ▪ Variance ▪ Range ▪ Standard deviation ○ Percentages ○ Fractions □ Qualitative data • Connect and organise • Coding □ Information presentation methods • Bar chart • Line graph • Scatter graph • Pie chart • Histogram • Quotes • Word clouds	To include: □ How to select and use descriptive statistics to process quantitative data □ How to organise qualitative research so it can be processed more efficiently □ How to use coding when processing qualitative data so it can be analysed more efficiently □ How to use software applications to process data □ How to select appropriate methods of processing so research questions can be answered using the data collected □ How to use software applications to draw graphs and charts, including the addition of lines and curves of best fit where appropriate □ How to select graphs or charts appropriate for the data being presented
4.2 Analyse data	
□ Trends and patterns in data • Positive correlation • Negative correlation • No correlation □ Visualisation indicators from graphs/charts □ Data errors • Missing data • Duplicates • Outliers/anomalous	To include: □ How to make estimations from data collected □ How to identify and analyse trends and patterns in data □ How to interpret trends and patterns from graphs/charts □ How to describe relationships shown by patterns in graphs/charts □ How to identify errors in data □ How to explain the reason for errors in data
4.3 Draw conclusions	
□ Answering the research aims □ Comparing results □ Making recommendations	To include: □ How to draw conclusions from data analysis that answer research aims □ How to make valid comparisons between primary and secondary data □ How to make recommendations to working practices from research findings

Topic Area 5: Communicate research conclusions	
Teaching content	**Exemplification**
5.1 Research reports	
□ Research report structure • Introduction • Methods	To include: □ The content, format, and layout of research reports

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• Research findings
  ○ Quantitative
  ○ Qualitative
• Analysis
• Conclusion and recommendations
• Bibliography
	□ What is meant by a defence of conclusions and recommendations
	□ How to defend research conclusions and recommendations to others

5.2 Research findings showcases	
5.2.1 Create research findings showcases □ Showcase formats □ Showcase content considerations • Type • Depth • Relevance □ Showcase design considerations • Colour scheme • Language and vocabulary • Structure/layout • Style	To include: □ The different formats a showcase can take and when each is appropriate □ How to create showcases □ How content considerations are adapted for the intended audience □ How the showcase design considerations are adapted for the intended audience Examples of **showcase formats** may include: □ Live presentation (in person or remote) □ Slideshow with audio overlay □ Video
5.2.2 Techniques to deliver showcases to audiences □ Resources required • Hardware • Software □ Techniques for communication • Clarity • Coherence • Completeness • Conciseness • Correctness • Courteousness	To include: □ How to use resources to deliver showcases to audiences □ How to use techniques for communication when delivering showcases to audiences

Topic Area 6: Evaluate research projects	
Teaching content	**Exemplification**
6.1 Evaluate and improve research projects	
□ Research quality □ Research sources □ Research methods used □ Research aims □ Issues of access to primary/secondary data	To include: □ How to assess strengths and weaknesses of research projects □ How to assess the quality of the primary and secondary data used in research project □ How to determine the reliability of secondary data used in the research project □ How to assess the effectiveness of the methods used to collect primary and secondary data □ How to assess if the planned research aims have been achieved □ How to assess for potential improvements to research projects □ How to decide if the improvements are appropriate and what impact they will have

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Assessment criteria

The table below gives the assessment criteria for the tasks in the set assignment for this unit. The assessment criteria indicate what is required in these tasks.

This qualification has a compensatory approach. This means that the unit grade awarded is based on the **total** number of achieved criteria for the unit (see Section 6.4). Students do **not** have to achieve **all** criteria for a specific grade to achieve that unit grade (e.g. achieve all pass criteria to achieve a pass grade).

Section 7.4 provides full information on how to assess the NEA unit and apply the assessment criteria. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see Section 7.4.1). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in Appendix A.

Pass	Merit	Distinction
P1: Create research project aims appropriate for the sustainability research question within the chosen industry.	**M1: Conduct** a literature review to explain how the sustainability research project aims are appropriate.	**D1: Discuss** how the research methods chosen will achieve the sustainability research project aims including any ethical considerations, and how bias and errors have been minimised.
P2: Use research to identify primary methods and secondary sources of data to be used.		
P3: Collect and record primary data appropriate for the sustainability research project aims.	**M2: Explain** the steps taken to ensure the reliability and validity of the research findings.	**D2: Assess** the effectiveness of the research methods used in **P3** and **P4**.
P4: Locate and extract secondary data appropriate for the sustainability research project aims.		
P5: Identify suitable methods to process data and present information.	**M3: Justify** the methods used to process data and present information.	**D3: Use** appropriate methods to process data effectively and present information accurately.
P6: Describe how the primary and secondary data relates to the sustainability research project aims.	**M4: Draw** concise conclusions that answer the sustainability research project aims.	**D4: Discuss** the significance of the conclusions and recommendations within the chosen industry.
P7: Analyse trends and patterns in the primary and secondary data.	**M5: Explain** appropriate recommendations to improve sustainable practices within the chosen industry.	

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Pass	Merit	Distinction
P8: Create a showcase of research findings with appropriate content and design for the sustainability research project aims.	**M6: Summarise** findings and recommendations in the showcase, including information that raises awareness of sustainable practices within the chosen industry.	
P9: Deliver the showcase created in **P8**.		
P10: Describe the strengths and weaknesses of the sustainability research project.	**M7: Evaluate** the outcome of the sustainability research project.	**D5: Discuss** potential improvements to the sustainability research project.
P11: Explain how your recommendations could be applied to **one** other industry.		
P12: Explain how the sustainability research project raised awareness of the importance of sustainability within the chosen industry.		

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	• Students **must** create research project aims that are relevant for the sustainability research question provided. • To be appropriate the sustainability research project aims will be manageable, practical and on a suitable scale. • The chosen industry **must** be suitable for the task, examples of industries which could be used are provided in Topic Area 1.1 however this list is not definitive, and others could be chosen.
P2	• Students **must** use research to identify the research methods that will be used for collecting data. • The methods identified **must** be suitable and practical for the research project. • Students **must** provide details of the primary research that will be used including method, sampling methods and sample sizes. • Students **must** provide details of relevant sources of secondary data that will be used. • Students **must** identify enough research methods to collect data so effective analysis can take place later in the sustainability research project and students can evaluate different aspects of their project. This will vary depending on the students' sustainability research project aims.

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Assessment Criteria	Assessment guidance
	• Students **could** plan to collect qualitative data, quantitative data or both types of data. However, students do not have toto collect both types of data in order to access all of the criteria in the assignment.
M1	• Students **must** conduct a literature review to gain insight and understand the relevant key sustainability issues for the chosen industry for the sustainability research question. • The literature review does not need to be extensive, however **must** provide an explanation of the context of sustainability issues in the chosen industry and how these have informed the research project aims.
D1	• Students **must** discuss the choices made for the research methods. These choices **must** allow students to collect information needed to achieve their aims. Students **must** also consider the practicalities of collecting primary data in their local community (examples of factors to consider are provided in Topic Area 2.1). • Students **must** discuss how they have taken into account ethical considerations and how they plan to minimise potential bias and errors when collecting data.
P3	• Students **must** evidence this criterion by including a sample of each research method used in an appendix at the end of the research project report. The sample of evidence **must** be clearly labelled with the relevant research method. An example of a sample of evidence could be a completed questionnaire, or interview transcript. There is no need to include all the data collected. • If interviews are used as a data collection method, then the Interview Authentication Form **must** be completed for any interview that takes place. • Students **could** collect data that was not originally identified. As students develop an understanding of the chosen industry, they may discover opportunities to collect data via different methods.
P4	• Students **must** provide details of appropriate secondary data that will be used in this research. There is no need to include all the secondary data extracted, but it is important when it is used as part of analysis in Task 3 that it is clearly referenced. • Students **could** extract data that was not originally identified. As students develop an understanding of the chosen industry, they may discover opportunities to extract data from different sources.
M2	• This criterion **could** be evidenced in the evaluation section of the sustainability research project report.
D2	• Students **must** assess how effective the research methods used in **P3** and **P4** were for collecting suitable data that can be used in the next stage of the research project. • This criterion **could** be evidenced in the evaluation section of the sustainability research project report.
P5	• Students **must** identify suitable methods for processing the data collected in Task 2 and present it as information. • Students **could** evidence this criterion through a list of methods to use or by using the methods in their research project.

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Assessment Criteria	Assessment guidance
P6	• Students **must** describe how the data they have collected relate to the sustainability research project aims. • This **could** include whether the data collected relates partially or fully to the sustainability research project aims.
P7	• Students **could** use the content from Topic Area 4.2 to analyse their data.
M3	• Students **must** justify why particular methods were used to process data and display the information. • Students **must** have used methods to process data and present information for this criterion. It is not enough to just list them.
M4	• Students **must** use evidence from the data analysis in P7 to draw conclusions. Conclusions **must** be relevant to the aims of the research project.
M5	• Students **must** explain recommendations that are relevant within the chosen industry. These **must** be informed by evidence from the primary and/or secondary data. • Recommendations require a clear description of actions that can be taken to improve sustainability.
D3	• Students **must** use appropriate methods to process the data collected in **Task 2** and present information. Students **must** be selective in the methods chosen. • Where included, students **must** process quantitative data correctly. • Where included, students **must** process qualitative data efficiently. • Students **must** present information accurately. • Students **could** use the methods in Topic Area 4.1.
D4	• The focus of significance **could** vary depending on the conclusions and recommendations. Significance could range from small scale consideration to larger scale considerations.
P8	• Before creating their showcase, students will need to decide on an appropriate showcase format. Topic Area 5.2 includes examples of showcase formats. However, this is not an exhaustive list, and students **could** choose an alternative appropriate format. • Students **must** create a showcase which is appropriately designed, and the content of the showcase must be related to the sustainability research project aims. Topic Area 5.2 includes showcase considerations relating to design. • To confirm assessment decisions, the moderator will need to consider the appropriateness of the showcase design. Therefore, students **must** provide suitable evidence in the form of, for example, a slide deck, screenshots, photographs, screen recordings, presentation notes, a script, supporting visual stimuli.

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Assessment Criteria	Assessment guidance
P9	• The showcase **must** be delivered to an audience. The duration of students' showcases **should** be 8-10 minutes. • Students **must** deliver the showcase content using the techniques for communication in Topic Area 5.2. To confirm assessment decisions, the moderator will need to consider students' use of techniques for communication. Centres must provide a Teacher Observation Record (TOR) Form for each student to evidence they have met this criterion. Students must also read and sign the teacher observation record form. The criterion is achieved if students demonstrate at least **three** of the techniques for communication.
P10	• There is no assessment guidance for this criterion.
P11	• Students **must** explain how the recommendations in their sustainability research project could be applied to **another** common industry. Examples of common industries are given in Topic Area 1.1.
P12	• There is no assessment guidance for this criterion.
M6	• There is no assessment guidance for this criterion.
M7	• There is no assessment guidance for this criterion.
D5	• There is no assessment guidance for this criterion.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit F227.

This table details these synoptic links.

Unit F228: Sustainability in practice		Unit F227: Fundamentals of sustainability	
Topic Area		Topic Area	
1	Sustainable practices in industry	1 2 3 4 5	Understanding sustainability Environmental sustainability Economic sustainability Social sustainability Communicating sustainable practices
2	Plan research	2 3 4	Environmental sustainability Economic sustainability Social sustainability
3	Conduct data collection	2 3 4	Environmental sustainability Economic sustainability Social sustainability
4	Analyse data and draw conclusions	1 2 3 4 5	Understanding sustainability Environmental sustainability Economic sustainability Social sustainability Communicating sustainable practices
5	Communicate research conclusions	2 3 4 5	Environmental sustainability Economic sustainability Social sustainability Communicating sustainable practices

More information about synoptic assessment in this qualification can be found in Section 6.2 Synoptic Assessment.

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6 Assessment and grading

6.1 Overview of the assessment

Entry code	H082
Qualification title	Cambridge OCR Level 3 Certificate in Sustainability
GLH	150*
Reference	610/5293/0
Total units	Has two units: • Mandatory units F227 and F228

*the GLH includes assessment time for each unit

Unit F227: Fundamentals of sustainability
75 GLH 1 hour 15 minutes written exam 60 marks (60 UMS) Set and marked by us Calculators may be used in this exam The exam will **always** have: • A short scenario which will develop through the paper • Forced choice/controlled response questions • Short answer, closed response questions • Extended constructed response questions with points-based marks schemes • Extended constructed response questions with levels of response marks scheme • One six mark and one nine mark extended constructed response question with a levels of response marks scheme The exam **may** have: • Short answer questions with calculation/working

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Unit F228: Sustainability in practice
75 GLH Our set assignments Centre-assessed and moderated by us This set assignment has four practical tasks. It should take 20 GLH to complete plus 5 hours unsupervised time.

The set assignments for the NEA unit are on our secure website, Teach Cambridge. Each NEA assignment is live for two years. The intended cohort is shown on the front cover. It is important you use the correct NEA set assignment for each cohort, as starting a new cohort of Year 12 students on an NEA set assignment that has already been live for one year will mean that these students will only have one year to work on the assignment.

6.2 Synoptic assessment

Synoptic assessment is a built-in feature of this qualification. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across the qualification in an integrated way and apply them to a key task or tasks.

This helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from this qualification to new and different situations and contexts.

The externally assessed unit allows students to gain underpinning knowledge and understanding relevant to Sustainability. The NEA unit draws on and strengthens this learning by assessing it in an applied practical way.

It is important to be aware of the synoptic links between the units so that teaching, learning and assessment can be planned accordingly. Then students can apply their learning in ways which show they are able to make connections across the qualification. Section 5.3 shows the synoptic links for both units.

6.3 Transferable skills

This qualification gives students the opportunity to gain broad, transferable skills and experiences that they can apply in future study, employment and life.

Higher Education Institutions (HEIs) have told us that developing some of these skills helps students to transition into higher education.

These skills include:

- Communication
- Creativity
- Critical thinking
- Independent learning
- Presentation skills
- Problem solving
- Project and team-based working
- Referencing
- Reflection

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- Research skills
- Self-directed study
- Time management.

6.4 Grading and awarding grades

Externally assessed unit

We mark the externally assessed unit.

The external assessment is marked according to a mark scheme, and the mark achieved will determine the unit grade awarded (pass, merit or distinction). We determine grade boundaries for the external assessment in each assessment series.

If a student doesn't achieve the mark required for a pass grade, we issue an unclassified result for the unit. The marks achieved in the external assessment will contribute towards the student's overall qualification grade, even if a pass is not achieved in the unit assessment.

NEA unit

You will assess the NEA unit and we will moderate it.

The unit has specified pass, merit and distinction assessment criteria. The assessment criteria for the unit are provided with the unit content in Section 5.3 of this specification. You must judge whether students have met the criteria or not.

A unit grade can be awarded at pass, merit or distinction. The number of assessment criteria needed to achieve each grade has been built into each assignment. These are referred to as design thresholds. The table below shows the design thresholds for each grade outcome for the NEA assessment in this qualification. The unit grade awarded is based on the **total** number of achieved criteria for the unit. The total number of achieved criteria for the unit can come from achievement of any of the criteria (pass, merit or distinction). This is **not** a 'hurdles-based' approach, so students do **not** have to achieve **all** criteria for a specific grade to achieve that grade (e.g. all pass criteria to achieve a pass).

The number of assessment criteria achieved for an NEA unit will be classed as the raw mark. You will assess students' work and identify the number of criteria (raw marks) achieved for each NEA unit. Our moderators will moderate samples of work from your centre. This moderation process may result in the number of assessment criteria (raw marks) achieved being changed. The final raw mark achieved after moderation has taken place will be converted into a mark on the Uniform Mark Scale (UMS) and will contribute towards the student's overall qualification grade. (More information about UMS is in the section Calculating the qualification grades.)

To make sure we can keep outcomes fair and comparable over time, we will review the performance of the qualification through its lifetime. The review process might lead to changes in these design thresholds if any unexpected outcomes or significant changes are identified.

Unit size (GLH)	**75**
Number of pass criteria	12
Number of merit criteria	7
Number of distinction criteria	5
Total number of criteria needed for a unit pass	10
Total number of criteria needed for a unit merit	15
Total number of criteria needed for a unit distinction	20
Total number of criteria available for the unit	24

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If a student doesn't achieve enough criteria to achieve a unit pass, we will issue an unclassified result for the unit. The number of criteria achieved will be converted into a mark on the Uniform Mark Scale (UMS) and will contribute towards the student's overall qualification grade, even if a pass is not achieved in the unit assessment. More information about this is in the section below (Calculating the qualification grades).

Qualifications

The overall qualification grades are:

Certificate

- Distinction* (D*)
- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

Calculating the qualification grades

When we work out students' overall grades, we need to be able to compare performance on the same unit in different assessments over time and between different units. We use a Uniform Mark Scale (UMS) to do this.

A student's uniform mark for the externally assessed unit is calculated from the student's raw mark on that unit. A student's uniform mark for the NEA unit is calculated from the number of criteria the student achieves for that unit. The raw mark or number of criteria achieved are converted to the equivalent mark on the uniform mark scale. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (for example, 48/60).

The student's uniform marks for each unit will be aggregated to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark.

The tables below show:

- the maximum raw mark or number of criteria, and uniform mark for each unit in the qualification
- the uniform mark boundaries for each of the assessments in the qualification
- the minimum total mark for each overall grade in the qualification.

Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F227	60	60	-	48	36	24
F228	24	60	-	48	36	24
Qualification Totals	84	120	108	96	72	48

You can find a marks calculator on the qualification page of our website to help you convert raw marks/number of achieved criteria into uniform marks.

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6.5 Performance descriptors

Performance descriptors indicate likely levels of attainment by representative students performing at the pass, merit and distinction grade boundaries at Level 3.

The descriptors must be interpreted in relation to the content in the units and the qualification as a whole. They are not designed to define that content. The grade achieved will depend on how far the student has met the assessment criteria overall. Shortcomings in some parts of the assessment might be balanced by better performance in others.

Level 3 Pass

At pass, students show adequate knowledge and understanding of the basic elements of much of the content being assessed. They can develop and apply their knowledge and understanding to some basic and familiar contexts, situations and problems.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are often limited.

Many of the most fundamental skills and processes relevant to the subject are executed effectively but lack refinement, producing functional outcomes. Demonstration and application of more advanced skills and processes might be attempted but not always executed successfully.

Level 3 Merit

At merit, students show good knowledge and understanding of many elements of the content being assessed. They can sometimes develop and apply their understanding to different contexts, situations and problems, including some which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are likely to be mixed, with some good examples at times and others which are less accomplished.

Skills and processes relevant to the subject, including more advanced ones, are developed in terms of range and quality. They generally lead to outcomes which are of good quality, as well as being functional.

Level 3 Distinction

At distinction, students show thorough knowledge and understanding of most elements of the content being assessed. They can consistently develop and apply their understanding to different contexts, situations and problems, including those which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are successful in most cases.

Most skills and processes relevant to the subject, including more advanced ones, are well developed and consistently executed, leading to high quality outcomes.

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7 Non examined assessment (NEA) unit

This section gives guidance on completing the NEA unit. In the NEA unit, students build a portfolio of evidence to meet the assessment criteria for the unit.

Assessment for this qualification **must** adhere to JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

Do **not** use JCQ's Instructions for Conducting non-examination assessments (GCE and GCSE Specifications) – these are only relevant to GCE and GCSE specifications.

The NEA unit is centre-assessed and externally moderated by us.

You **must** read and understand all the rules and guidance in this section **before** your students start the set assignment.

If you have any questions, please contact us for help and support.

7.1 Preparing for NEA unit delivery and assessment

7.1.1 Centre and teacher/assessor responsibilities

We assume the teacher is the assessor for the NEA unit.

Before you apply to us for approval to offer this qualification you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications, Cambridge Nationals or Cambridge Advanced Nationals **without** having to seek approval for individual qualifications.

Here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre[1] to make sure our requirements are met. The head of centre must ensure that:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts.
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess this qualification.
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities.
- all necessary resources are available for teaching staff and students during teaching and assessment activities. This gives students every opportunity to meet the requirements of the qualification and reach the highest grade possible.
- there is a system of internal standardisation in place so that all assessment decisions for centre-assessed assignments are consistent, fair, valid and reliable (see Section 7.4.3).
- there is enough time for effective teaching and learning, assessment and internal standardisation.
- robust processes are in place to make sure that students' work is individual and confirmed as authentic (see Section 7.2.1).

[1] This is the most senior officer in the organisation, directly responsible for the delivery of Cambridge OCR qualifications, For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of Cambridge OCR exams.

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- our set assignments are used for students' summative assessments. You must make sure that students use the assignment that is live for the period during which they are taking their summative assessment.
- our set assignments are **not** used for practice. This includes both assignments that are currently live or live assignments that have expired. Sample assessment material for the NEA unit is available on our website. This sample assessment material can be used for practice purposes.
- students understand what they need to do to achieve the criteria.
- students understand what it means when we say work must be authentic and individual and they (and you) follow our requirements to make sure their work is their own.
- students know they must not reference another individual's personal details in any evidence produced for summative assessment, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised.
- outcomes submitted to us are correct and are accurately recorded and adhere to the published deadlines.
- assessment of set assignments adheres to the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) and JCQ AI Use in Assessments: Protecting the Integrity of Qualifications.
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
    - all assessment is conducted according to the specified regulations.
    - students' work is authentic.
    - marks have been transcribed accurately.

  Section 7.3.2 has more information about student and centre declarations.

  (Failing to meet the assessment requirements might be considered as malpractice.)
- centre records and students' work are kept according to these requirements:
    - students' work **must** be kept until **after** the unit has been awarded and any review of results or appeals processed. We cannot consider any review if the work has not been kept.
    - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification.
- all cases of suspected malpractice involving teachers or students are reported (see Section 7.3.1).

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7.2 Requirements and guidance for delivering and marking the set assignments

The assignments are:

- set by us.
- taken under supervised conditions (unless we specify otherwise in the assessment guidance)
- assessed by the teacher.
- moderated by us.

You can find the set assignments on our secure website, Teach Cambridge.

The set assignments give an approximate time that it will take to complete all the tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each task or part task. Students can complete the tasks and produce the evidence across several sessions. Students' evidence (either hard copy or digital) must be kept securely by the teacher and access to assessment responses must be controlled. Students aren't permitted to access their work in between the assessment sessions.

We will publish a new set assignment each year and it will be live for two years. Each new set assignment will be released on 1 June for teacher planning. You must not start delivery of live assignments with students until the live assessment dates, which are shown on the front cover. We strongly recommend you use the set assignment released in the same calendar year as the new cohort starts to ensure they have two years for that assignment. You may potentially disadvantage students if you allow new cohorts to use an assignment that has already been live for a year. This is because the assignments are designed for students to access throughout their two years of study. This enables resubmission opportunities across academic years if needed. Students are allowed one resubmission of work based on the same live assignment. Section 7.4.5 provides more information about resubmissions.

You must:

- only download set assignments from our secure website, Teach Cambridge, and use a set assignment that is live for assessment for all summative assessment of students.
- have registered students for the subject and made unit entries before submitting NEA work for moderation.
- not share the set assignments with anyone from outside of your centre. These must only be shared with appropriate centre staff and students taking the assessments.

  (More information about maintaining the integrity of assessment materials is in the JCQ document General Regulations for Approved Centres General and Vocational qualifications.)
- make sure students know that they must not share assessment material or their own work with others, including posting or sharing on social media.

  (More information is in the JCQ guidance Information for candidates Using social media and examinations/assessments.)

The rest of this section is about how to manage the delivery and marking of the set assignments so that assessment is valid and reliable. Please note that failing to meet these requirements might be considered as malpractice.

Here is a summary of what you need to do.

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You **must**:

- be familiar with the requirements set out in the JCQ document Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).
- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment **before** you start the summative assessment. This may include students practising applying their learning and receiving feedback from teachers in preparing to take the assessment.
- use the correct live set assignment for summative assessment of the students. The dates for which set assignments are live for summative assessment and the intended cohort are shown on the front cover. These assignments are available on Teach Cambridge.
- give students the Student Guide before they start the assessment.
- familiarise yourself with the assessment guidance relating to the tasks. The assessment guidance for the unit is in Section 5 after the assessment criteria grids and with the student tasks in the assignment.
- make sure students are clear about the tasks they must complete and the assessment criteria they are attempting to meet.
- give students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The estimated time we think each assignment should take is stated in the set assignments. In that time students can work on the tasks under the specified conditions until the date that you collect the work for centre assessment.
- tell the students the resources they can use in the assignment before they start the assessment tasks.
- only give students templates provided by us. Where a template is needed for a task, we have provided it in the assignment. The Assessment Guidance will tell students if they **must** use the template(s) we provide. Where this is not stated as a mandatory requirement ('must use'), we **strongly** recommend that students use the template(s) we provide. You must **not** give students any other templates to use when completing their live assignment. Students may create their own templates to record their evidence. If they use templates accessed from other sources, they **must** make sure that:
    - the source is referenced.
    - the template is not pre-populated with responses for which the students may gain marks.
- monitor students' progress to make sure work is capable of being assessed against the assessment criteria, on track for being completed in good time and is the student's own work:
    - NEA work must be completed in the centre under teacher supervision. Supervision is not invigilation. A supervised classroom does not require exam conditions in that classroom. We do not require the internet to be disabled in the supervised classroom. NEA assessments would typically be completed in normal curriculum time:
        - work **must** be completed in the supervised sessions with enough supervision to make sure that it can be authenticated as the student's own work. This means that any source (such as the internet) that may be used by the student when they complete their work must be used appropriately to support the students' **own** work. Students must not claim work sourced through the internet (or any other source) as their own (see Section 7.2.3).The supervising teacher must be the teacher who will authenticate the students' work. (See Section 7.2.1 for more information on ways to authenticate work.) You must be familiar with the requirements of the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications before assessment starts.

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- there may be exceptions to the requirement for supervised conditions if there is work to complete to support the assignment tasks (e.g. research). The assignment and assessment guidance will specify if there are exceptions.

  Where students are allowed to complete work outside of supervised conditions (e.g. research that may be allowed between supervised sessions) you **must** make sure that they only bring notes relating to the work they are allowed to complete unsupervised into the supervised sessions (e.g. notes relating to the research they have done) and to make sure any work they have done is independent. They must not use unsupervised time as an opportunity to:
  - Create drafts of work for their tasks.
  - Gather information to use in other aspects of their tasks.

- if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students. This is in Section 7.2.3 and 7.3.

- students must produce their work independently (see Sections 7.2.1 and 7.3).

- you must make sure students know to keep their work and passwords secure and know that they must not share completed work with other students, use any aspect of another student's work or share their passwords.

- complete the **Teacher Observation Record** that is with the assignments for tasks that state it is needed. This must be submitted with the students' evidence. You **must** follow the guidance given with the form when completing it. Electronic signatures may be used on the forms.
- use the assessment criteria to assess students' work.
- before submitting a final outcome to us, you can mark students' completed work and allow them to repeat any part of the assignment, reworking their original evidence. We call this a reattempt. Students must have completed the whole assignment before you mark their work. Any feedback you give to students on the marked work, must:
  - be factual: telling the student what you have observed, not what to do to improve their work.
  - be recorded.
  - be available to the moderator.

  (See Section 7.3 on Feedback and Section 7.4.4 on reattempting work.)

You **must not**:

- create your own assignments for students to use for practice or live assessment.
- change any part of the set assignments (scenarios or tasks).
- mark students' work in stages, providing feedback at each stage. This would be iterative assessment which is not allowed.
- accept multiple reattempts of work where small changes have been made in response to feedback. Marking and feedback must not be an iterative process.
- allow teachers or students to add, amend or remove any work **after** submission for moderation.
- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the assessment criteria. This includes giving access to student work as an exemplar.

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- allow students access to their assignment work between teacher supervised sessions. (There may be exceptions where students are allowed to complete work independently (e.g. research). Any exceptions will be stated in the assignments.)
- practise the live set assignment tasks with the students. We provide Sample Assignments for you to use for practice purposes.

7.2.1 Ways to authenticate work

All NEA work must be completed under teacher supervision (unless the assessment guidance for a specific task or sub-task advises otherwise). In addition, you must complete enough checks to be confident that the work you mark is the student's own and was produced independently.

You should discuss work in progress with students, including asking them questions such as what they are planning/doing and why. This will make sure that work is being completed in a planned and timely way and will give you opportunities to check the authenticity of the work. This is not an opportunity to offer additional guidance to students.

You **must**:

- have read and understood the JCQ documents Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) and AI Use in Assessments: Protecting the Integrity of Qualifications.
- make sure students and other teachers understand what constitutes plagiarism and other forms of malpractice (e.g. collusion and copying).
- not accept plagiarised work as evidence.
- use questioning as appropriate to confirm authenticity.
- make sure students and teachers fill in authentication declarations (see Section 7.3.2).

7.2.2 Group work

Group work is not allowed for the NEA assignments in this qualification.

7.2.3 Plagiarism

Students must use their own words when they produce final written pieces of work to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised. Plagiarism is:

- the submission of someone else's work as your own
- failure to acknowledge a source correctly, including any use of written material, the internet or Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications

Due to increasing advancements in AI technology, we strongly recommend that you are familiar with the likely outputs from AI tools. This could include using AI tools to produce responses to some of the assignment tasks, so that you can identify typical formats and wording that these may produce. This may help you identify any cases of potential plagiarism from students using AI tools to generate written responses.

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Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by our moderators. You must **not** accept plagiarised work as evidence.

Plagiarism often happens innocently when students do not know that they must reference or acknowledge their sources or aren't sure how to do this. It's important to make sure your students understand:

- the meaning of plagiarism and what penalties may be applied.
- that they can refer to research, quotations or evidence produced by somebody else, but they must list and reference their sources and clearly mark quotations.
- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced to inform their thoughts, ideas or conclusions.

We have The OCR Guide to Referencing on our website. We have also produced a poster about referencing and plagiarism which may be useful to share with your students.

Teach your students how to reference and explain why it's important to do it. At Key Stage 5 they must:

- use quote marks to show the beginning and end of the copied work.
- list the html address for website text and the date they downloaded information from the website.
- show the name of the AI source used and the date the content was generated for computer-generated content (such as an AI Chatbot).
- for other publications, list:
    - the name of the author.
    - the name of the resource/book/printed article.
    - the year in which it was published.
    - the page number.

Teach your students to:

- always reference material copied from the internet or other sources. This also applies to infographics (graphical information providing data or knowledge).
- always identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's work are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work.
- use of American expressions, spellings and contexts (such as American laws and guidelines).
- dated expressions and references to past events as being current.
- sections of text in a document where the font or format is inconsistent with other sections.

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What to do if you think a student has plagiarised

If you identify plagiarised work during assessment or internal standardisation, you must:

- consider the plagiarism when judging the number of assessment criteria achieved. (You must not award assessment criteria where the work is plagiarised.)
- record that there is plagiarism in the work on the unit recording sheet (URS) or your recording document, and that you have adjusted the number of assessment criteria achieved to take account of the plagiarism. You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This helps our moderators to understand why such criterion may look to be achieved but have not been awarded. (More information about recording documents is in Section 7.5.2.)
    - if the work is requested as part of the moderation sample, it must be provided to our moderator with the other work requested.

If plagiarism is identified during ongoing monitoring of students' work, you can address this in your centre (for example, by instructing the student(s) involved to re-do the affected tasks).

If plagiarism is identified when the work has been submitted to you as final for marking, you must:

- report the student(s) for plagiarism in line with the JCQ document Suspected Malpractice Policies and Procedures
    - fill in the **JCQ form M1**.

In line with JCQ's policies and procedures on suspected malpractice, the penalties applied for plagiarism will usually result in the work not being allowed (disqualification) or the mark being significantly reduced.

7.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work in progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk (and reflect this in your assessment if the student's ability to operate safely and independently is part of the criteria).

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover all key aspects of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence, you can remind them that they had a lesson which covered the topic. The student would then need to review their own notes to find this information and apply it as needed.

If a student needs additional help to get started on an initial task that is critical to accessing the rest of the assessment, you can provide this help if you feel it is necessary, but you must not award the student with any assessment criteria directly associated with the part(s) of the task for which they received help. This **must** be recorded on the student's work and recording document (see Section 7.5.2). You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This helps our moderators to understand why such criterion may look to be achieved but have not been awarded. More information about how to record additional help given in these circumstances is in Section 7.4.1.

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With the exception of the specific feedback allowed to help students start a critical task, mentioned above, feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our moderators use a number of measures to assure themselves the work is the student's own.

Assessing completed work

When students have completed their work on an assignment, you must assess it and give feedback to them on the completed work they submitted to you for assessment. (Section 7.4.1 has more information about how to assess NEA work.) Assessment should not be an iterative process. This means you must not assess work and give feedback on it in stages. You must only assess the work when the assignment is complete.

Feedback **must**:

- be supportive, encouraging and positive.
- tell the student what has been noticed, not what you think (for example, if you have observed the student completing a task, you can describe what happened, what was produced and what was demonstrated).

Feedback **can**:

- identify what task and part of the task could be improved but not say how to improve it. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work.
- comment on what has been achieved, for example 'the evidence meets the P2 and M2 criteria'.
- identify that the student hasn't met a command word or assessment criteria requirement. For example, 'This is a description, not an evaluation'.
- use text from the specification, assignment or assessment criteria in general guidance to clarify what is needed in the work. For example, 'For P2 The methods identified **must** be suitable and practical for your research project'.

Feedback **must not**:

- point out specific gaps. For example, you must not prompt the student to include specific detail in their work, such as 'For P5 a suitable way to present the information would be a bar chart to illustrate one of your conclusions'.
- be so detailed that it leads students to the answer. For example, you must not give:
    - model answers.
    - step-by-step guidance on what to do to complete or improve work.
    - headings or prompts that include examples which give all or part of what students have to write about or produce.
- talk the student through how to achieve or complete the task.
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for them.

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Students can reattempt their work on an assignment after you have marked it and provided feedback. This **must** happen before the work is submitted to us for moderation. Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

Sections 7.4.4 and 7.4.5 give more guidance for students who wish to reattempt or resubmit their work following feedback.

Informing students of their marks

When you have marked students' work, you must inform students of the marks (number of criteria) achieved. **Before** you submit marks to us, you must provide enough time for:

- students to appeal the marks.
- you to complete a review and make changes if needed.
- you to inform students of the outcome of the review.

The marks must be submitted to us **at least 10 working days** before your visit.

What improper assistance might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what might indicate improper assistance by the teacher:

- prompts that instruct students to include specific detail in their work, such as, 'You need to include the aims of the activity. Who is it aimed at? What is the purpose of the activity? How will it benefit the specific group/individual?'
- headings or templates that include examples which give all or part of what students have to write about or produce, such as sources of support.

Our moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If our moderator is in any doubt, they will report suspected malpractice. The decision to investigate or not is made by us, not the moderator.

7.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the JCQ website. The form must be completed as soon as possible and emailed to us at compliance@ocr.org.uk.

When we ask centres to gather evidence to assist in any malpractice investigation, heads of centres must act promptly and report the outcomes to us.

The JCQ document Suspected Malpractice Policies and Procedures has more information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed. You can also find out more on our website**.**

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7.3.2 Student and centre declarations

Both students and teachers must declare that the work is the student's own:

- **each student** must sign a declaration before submitting their work to their teacher. A **candidate authentication statement** can be used and is available to download from our website. You must keep these statements in the centre until all reviews of results, malpractice and appeal issues have been resolved.
- **teachers** must declare the work submitted for centre assessment is the students' own work by completing a centre authentication form (CCS160) for each cohort of students for each unit. You must keep centre authentication forms in the centre until all post-results issues have been resolved.

7.3.3 Generating evidence

The set assignments will tell the students what they need to do to meet the assessment criteria for the NEA unit. It is your responsibility to make sure that the methods of generating evidence for the assignments are:

- valid
- safe and manageable
- suitable to the needs of the student.

Valid

The evidence presented must be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates in an organisation. It would be more appropriate for the student to incorporate the policy in a report describing the different approaches to equal opportunities.

Safe and manageable

You must make sure that methods of generating evidence and approaches taken:

- are safe and manageable.
- do not put unnecessary demands on the student.
- are appropriate and in line with ethical standards and your centre's safeguarding responsibilities.

Suitable to the needs of the student

We are committed to ensuring that achievement of this qualification is free from unnecessary barriers.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however the following assessment methods might be suitable for you to use for some aspects of this qualification, where identified:

- **observation** of a student doing something
- **questioning** of the student or witness.

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Observation

You and the student should plan observations together, but it is your responsibility to record the observation properly (for example observing a student undertaking a practical task). More information is in the Teacher Observation Records section.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom (where this may be permitted)
- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is used as evidence towards achievement of specific topic areas, it is important that you record enough information about what they asked and how the student replied, to allow the assessment decision to be moderated.

7.3.4 Teacher Observation Records

You **must** complete the Teacher Observation Record form in the set assignment for:

Unit F228 - for each student as evidence of communication while delivering their showcase (P9, Task 4, Topic Area 5). The Teacher Observation Record form must provide evidence that students have clearly demonstrated at least three of the techniques in Topic Area 5.2.2 (clarity, coherence, completeness, conciseness, correctness, courteousness). For criterion P8 in this task students must provide suitable evidence in the form of a slide deck, screenshots, photographs, screen recordings, presentation notes, a script, supporting visual stimuli, for example. There is no requirement to submit audio or visual recordings of students delivering their showcases.

Teacher observation **cannot** be used as evidence of achievement for a whole unit. Most evidence **must** be produced directly by the student. Teacher observation **must only** be used where specified as an evidence requirement.

Teacher Observation Records must be individual to each student and suitably detailed to help moderators to determine if the assessment criteria have been met. You must follow the guidance provided in the 'guidance notes' section of the form so that the evidence captured and submitted is appropriate. Both you and the student must sign and date the form to show that you both agree its contents. Electronic signatures are acceptable. The signed form must form part of the students' evidence and be submitted with work requested for moderation.

Where the guidance has not been followed, the reliability of the form as evidence may be called into question. If doubt about the validity of the Teacher Observation Record form exists, it cannot be used as assessment evidence and marks based on it cannot be awarded. Our moderators will be instructed to adjust centre marks accordingly.

7.3.5 Presentation of the final piece of work

Students must produce their evidence in the format specified in the tasks where specific formats are given. Written work can be digital (e.g. word processed) or hand-written and tables and graphs (if relevant) can be produced using appropriate ICT. If a student's work is requested as part of the moderation sample, a digital version will need to be uploaded to our Submit for Assessment service. You should consider this before students produce their work for assessment.

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More information about how to submit work to Submit for Assessment is on our Administration pages. This also includes information relating to the operating systems, browsers and devices that are supported by Submit for Assessment, as well as the file formats and sizes that are acceptable.

Any sourced material must be suitably acknowledged. Quotations must be clearly marked and a reference provided.

You will provide information to us relating to the criteria achieved by students on our Cambridge OCR Moderation Service. This is accessed through My Cambridge. More information is available on our Administration pages.

7.4 Assessing the NEA unit

The NEA unit is assessed by teachers and externally moderated by our moderators. Assessment of the set assignments must adhere to JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

The centre is responsible for appointing someone to act as the internal assessor. This would usually be the teacher who has delivered the programme but could be another person from the centre. The assessment criteria must be used to assess the student's work. These specify the levels of skills, knowledge and understanding that the student needs to demonstrate.

7.4.1 Applying the assessment criteria

When students have completed the assignment, they must submit their work to you to be assessed.

You must assess the tasks using the assessment criteria and any additional assessment guidance provided. Each criterion states what the student needs to do to achieve that criterion (e.g. Collect and record primary data appropriate for the sustainability context). The command word and assessment guidance provide additional detail about breadth and depth where it is needed.

You must judge whether each assessment criterion has been **successfully achieved** based on the evidence that a student has produced. For the criterion to be achieved, the evidence must show that all aspects have been met in sufficient detail.

When making a judgement about whether a criterion has been **successfully achieved**, you must consider:

- the requirements of the specific NEA task that the student is completing
- the criterion wording, including the command word used and its definition
- any assessment guidance for the criterion
- the unit content that is being assessed.

You must annotate the work to show where evidence meets each criterion (see Section 7.4.2). You can then award the criterion. Assessment should be positive, rewarding achievement rather than penalising failure or omissions.

The number of criteria needed for each unit grade (pass, merit or distinction) is provided in Section 6.4.

The total number of criteria achieved is the 'raw mark'.

You must be convinced, from the evidence presented, that students have worked independently to the required standard.

If you have given additional, more specific support or guidance to an individual student to get them started on a task, this **must** also be recorded on the student's work and/or your recording sheet.

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You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This ensures the information is available for our moderator to see. You may give this support because the student could not start a task or part of a task that was **critical to them accessing the rest of the task or assignment** (see Section 7.3). In this situation, the student should **not** be awarded the assessment criteria for the work for which they received help, and the number of criteria achieved must be adjusted appropriately. Recording this on the student's work/recording document (and the Moderation Service where this work is requested in the sample) will help our moderator to understand why the assessment criteria have not been awarded.

There should be clear evidence that work has been attempted and some work produced. If a student does not submit any work for an NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for an NEA unit, you must assess the work using the assessment criteria and award the appropriate number of criteria. This might be zero.

Your centre must internally standardise the assessment decisions for the cohort **before** you give feedback to students (see Section 7.4.3). When you are confident the internal assessment standardisation and appeals process is complete, you can submit work for moderation at the relevant time. You **must not** add, amend or remove any work after it has been submitted to us for final moderation. Work **must** be kept securely until the end of the review of results process.

7.4.2 Annotating students' work

Each piece of NEA work must show how you are satisfied the assessment criteria have been met.

Comments on students' work and your recording document provide a means of communication about assessment decisions made, between teachers during internal standardisation, and with our moderators if the work is part of the moderation sample. (Comments or annotations must not be used as a method of communication with our moderator for any other reason.)

7.4.3 Internal standardisation

It is important that all teachers are assessing work to common standards. For the NEA unit, centres must make sure that internal standardisation of outcomes across teachers and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and our training meetings will provide a basis for your centre's own standardisation. In following years, this, and/or your own centre's archive material, can be used. We advise you to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After you have completed most of the assessment, a further meeting at which work is exchanged and discussed will help you make final adjustments.

If you are the only teacher in your centre assessing these qualifications, we still advise you to make sure your assessment decisions are internally standardised by someone else in your centre. Alternatively, this could be a teacher that may be delivering in another local centre or as part of your Multi Academy Trust (MAT) if relevant. Ideally this person will have experience of these types of qualifications, for example someone who:

- is delivering a similar qualification in another subject.
- has relevant subject knowledge.

You must keep evidence of internal standardisation in the centre for our moderators to see.

We have a **guide** to how internal standardisation can be approached on our website.

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7.4.4 Reattempting work to improve the grade before submitting marks to us

As described in Section 7.2, **before** submitting a final outcome to us for external moderation, you can allow students to repeat any element of the assignment and rework their original evidence. We refer to this as a reattempt. A reattempt allows the student to reflect on **internal** feedback, and to improve their work. A reattempt is **not** an iterative process where students make small modifications through ongoing feedback to eventually achieve the desired outcome.

Any feedback **must** be noted by you and a record of this kept in centre. We have provided a feedback form for this purpose, which can be found on our website and Teach Cambridge. We recommend that you use the feedback form we provide or create your own recording form.

To summarise, a reattempt is a process that is internal to the centre. This allows students to rework their evidence:

- after it has been marked by you as a complete assignment.
- before it is submitted to us as the final work.

A reattempt must be done before submission for external moderation. When a student submits the work to you as final for external moderation, they must not complete any further work on any aspect of it.

7.4.5 Resubmitting moderated work to us to improve the grade

We use the term ‘resubmission’ when referring to student work that has previously been submitted to us for moderation. Following moderation, if you and the student feel they have not performed at their best during the assessment, the student can, with your agreement, improve their work and resubmit it to you again for assessment and to us for external moderation. You must be sure it is in the student’s best interests to resubmit the work for assessment. There is one resubmission opportunity per NEA assignment. If you have submitted the same assignment twice for a student, they will need to use the next live assignment for any further reattempt and resubmission.

Students can only resubmit work using the **same** assignment if the assignment is still live. The live assessment dates and intended cohort will be shown on the front cover of the assignment. We will not accept work based on an assignment that is no longer live. If the assignment is no longer live, students will need to produce work using the new live assignment for the unit for the resubmission.

If students are resubmitting using a new live assignment, they can use the evidence they produced for the previous assignment, but they will need to make any changes that are necessary so that the work meets the requirements of the new scenario and task.

Students can also build on the work to improve it. All work for a resubmission must be completed under the required teacher supervised conditions and marked against the assessment criteria and assessment guidance. You must not over direct students on how to adapt/improve work to meet the requirements of the new assignment. You must adhere to all requirements relating to giving and recording feedback from Section 7.3 and Section 7.4.4.

To summarise, a resubmission is the reworking and submitting of assignment evidence and marks to us, following previous external moderation by us.

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7.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of assessment is the same for all centres and that internal standardisation has taken place.

Our Administration pages give full details about how to submit work for moderation.

This includes the deadline dates for entries and submission of marks. For moderation to happen, you must submit your marks **at least 10 working days** before your visit.

7.5.1 Submitting outcomes

When you have assessed the work, given students their marks and the opportunity to review them (see **Informing students of their marks** in Section 7.3), you must submit the total number of criteria achieved (raw marks) for each student using the Moderation Service. This is accessed via My Cambridge. The marks must be submitted to us **at least 10 working days** before your moderation visit. You must have made NEA unit entries before you can submit marks.

7.5.2 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation process. You must submit the sample work **and** the assessment criteria awarded, **at least three working days** before your visit. Failure to submit or late submission of samples will be classed as maladministration and may result in a malpractice investigation.

For students requested in the sample, you **must**:

- submit full details of each individual criterion achieved on the Moderation Service.
    - this must include providing any additional information related to criteria that look to be achieved but you have not awarded for specific reasons (e.g. because plagiarism was detected or because additional support was given to the student to get them started on a task).
- upload work to our Submit for Assessment service.

At the same time as you submit the above information for students in the sample, you must upload to Submit for Assessment the detail of each criterion achieved by every student in the cohort for which you have submitted outcomes. This information may be captured on unit recording sheets (URS) or another recording document.

Any recording document used must include the same information that is captured on the URS for each student:

- The qualification and unit name
- The candidate name(s) and number(s)
- The assignment taken (e.g. Set A) and scenario title
- The date
- The assessment criteria for the unit and whether each criterion has been achieved or not
- Any additional information related to criterion that may look to be achieved but you have not awarded for specific reasons (e.g. because plagiarism was detected or because additional support was given to the student to get them started on a task).

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We have provided a unit recording sheet (URS) for each NEA unit which you may use to help capture this information as you are assessing students' work. We have also provided a spreadsheet recording document for each size of unit, which you may prefer to use for your student cohort.

These can be downloaded from the qualification webpage or Teach Cambridge. The URS are **not** mandatory documents. You may use the spreadsheet we provide or create your own recording document to capture the required information instead.

Students' work must be securely kept until after the unit has been awarded and any review of results and appeals windows are closed.

We need sample work to help us monitor standards. We might ask some centres to release work for this purpose. We will let you know as early as possible if we need this from you. We always appreciate your co-operation.

7.5.3 NEA outcomes

You will know the outcomes of moderation after your moderation visit. On results day, for each student, you will be sent the unit grades and the raw marks (number of criteria achieved). The raw marks will be converted to UMS. (More information about raw marks and UMS is in Section 6.4.)

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8 Administration

This section gives an overview of the processes involved in administering this qualification. More information about the processes and deadlines involved at each stage is on our Administration pages.

8.1 Assessment availability

There are two assessment opportunities available each year for the externally assessed unit: one in January and one in June. Students can be entered for different units in different assessment series.

All students must take the exam at a set time on the same day in a series.

NEA assignments can be taken by students at any time during the live period shown on the front cover. We strongly recommend you use the set assignment that is released in the same calendar year as the new cohort starts to ensure that students have two years to use the assignment, giving them access to a resubmission opportunity if needed.

There are two series (windows) each year to submit NEA outcomes. All dates relating to NEA moderation are on our Administration pages.

(More information is in Section 8.5.2.)

Qualification certification is available in each series.

8.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website.

8.3 Equality Act information relating to the Cambridge OCR Level 3 Certificate in Sustainability

The Cambridge OCR Level 3 Certificate in Sustainability requires assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Level 3 Certificate in Sustainability has been reviewed to check if any of the competences required present a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

8.4 Accessibility

There can be adjustments to standard assessment arrangements based on the individual needs of students. It is important that you identify as early as possible if students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and that you choose a qualification or adjustment that allows them to demonstrate attainment.

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If a student requires access arrangements that need approval from us, you must use Access arrangements (online) to gain approval. You must select the appropriate qualification type(s) when you apply. Approval for GCSE or GCE applications alone does not extend to other qualification types. You can select more than one qualification type when you make an application. For guidance or support please contact our Special Requirements Team.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ document Access Arrangements and Reasonable Adjustments.

If you have students who need a post-exam adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document A guide to the special consideration process.

If you think any aspect of this qualification unfairly restricts access and progression, please email Support@ocr.org.uk or call our Customer Support Centre on **01223 553998**.

The following access arrangements are allowed for this specification:

Access arrangement	Type of assessment
Reader/Computer reader	All assessments
Scribes/Speech recognition technology	All assessments
Practical assistants	All assessments
Word processors	All assessments
Communication professional	All assessments
Language modifier	All assessments
Modified question paper	Timetabled exams
Extra time	All assessments with time limits

8.5 Requirements for registering students and making unit entries

We provide information on key dates, timetables, moderation and how to submit marks on our website.

Your centre must be registered with us as an approved centre before you register students and can make entries. Centre approval should be in place well in advance of making your first entries. Details on how to register with us are on our website.

8.5.1 Registering your students

At the start of the course, you need to register your students for the Cambridge OCR Level 3 Certificate in Sustainability. The registration code for this subject is A007.

Full information about how to register students is on the Administration pages of our website.

8.5.2 Making unit entries

When students are ready for assessment, you must make exam and NEA unit entries for the relevant assessment series. You need to know the unit entry codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

You need to register your students first, before you can make individual unit entries. Individual unit entries should be made for each series in which you intend to submit or resubmit an NEA unit or sit an externally assessed examination.

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Unit entry code	Component code	Assessment method	Unit titles
F227	01	Written paper	Fundamentals of sustainability
F228	01	Moderated	Sustainability in practice

Full information about how to make entries for units is on our Administration pages.

8.6 Making certification entries

You must enter students for qualification certification separately from registration and unit entries. You should make a **certification entry** in the final series, at the end of the student's course. If a certification entry is **not** made, no overall grade can be awarded. This is the qualification that students should be entered for:

- Cambridge OCR Level 3 Certificate in Sustainability - certification code H082.

8.7 Unit and qualification resits

Students can resit the assessment for each unit and the best result will be used to calculate the certification result. Students may resit the examined unit (F227) twice before certification. This means they can have three attempts in total at the exam for this unit.

Resit opportunities must be fair to all students and **not** give some students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting an NEA unit, students must submit new, amended or enhanced work, as detailed in the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

When you arrange resit opportunities, you must make sure that you do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if the student has taken full advantage of the first assessment opportunity and any formative assessment process.

8.8 Post-results services

A number of post-results services are available:

- Reviews of results - if you think there might be something wrong with a student's results, you may submit a review of marking or moderation.
- Missing and incomplete results - if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied you should use this service.
- Access to scripts - you can ask for access to marked scripts.
- Late certification - following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ Post-Results Services booklet and our Administration pages for more guidance about post-results services.

For the NEA unit, a review of moderation can only be requested for the cohort. It cannot be requested for individual students.

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Appendix A: Command Words

External assessment

The table below shows the command words that will be used in exam questions. This shows what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Command Word	Meaning
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Annotate	• Add information, for example, to a table, diagram or graph
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Choose	• Select an answer from options given
Compare	• Give an account of the similarities and differences between two or more items or situations
Complete	• Add information, for example, to a table, diagram or graph to finish it
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Draw	• Produce a picture or diagram
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Give examples	• Give relevant examples in the context of the question
Identify	• Name or provide factors or features from stimulus
Label	• Add information, for example, to a table, diagram or graph until it is final
Outline	• Give a short account or summary
State	• Give factors or features • Give short, factual answers

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Non examined assessment (NEA)

The table shows the command words that will be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used (e.g. create, improve, plan)
- subject specific words drawn from the unit content.

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